



NASA Langley & Racial Relations

Exploring the Social
Impacts of NASA Langley
on American Racial
Relations during the 20th
Century

Lesson Plan

Previous Knowledge & Materials Needed: Previous knowledge of key events of the American Civil Rights Movement, World War II, and the Cold War; Computer with internet access; “Charting the Story” graphic organizer (included below); “Primary Source Analysis” graphic organizer (included below); newspaper articles from the *Norfolk Journal and Guide* (included below); “Concluded Essay” assignment (included below)

Virginia Standards of Learning:

Standard VUS.12: The student will demonstrate knowledge of the effects of World War II on the home front by: a) explaining how the United States mobilized its economic, human, and military resources. b) describing the contributions of women and minorities to the war effort. d) describing the role of media and communications in the war effort.

Standard VUS.13: The student will demonstrate knowledge of United States foreign policy since World War II by: b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe; c) explaining the role of America’s military and veterans in defending freedom during the Cold War.

Standard VUS.14: The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by: a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law.

Essential Question: What impacts did NASA Langley have on racial relations in American society during the twentieth century?

Objectives: This project is intended to be used in a high school social studies class. It is designed to familiarize students with the impacts that NASA Langley had on racial relations in American society during the twentieth century. Students will explore the information on the NASA Langley Research Center website to familiarize themselves with background information about racial relations at NASA Langley. Once a foundational understanding of content is developed, students will be asked to analyze three primary source newspaper articles from the *Norfolk Journal and Guide* addressing racial issues involving NASA Langley during the twentieth century. Graphic organizers will be used for background information investigation and primary source analysis. Teacher will demonstrate how to properly use graphic organizers by modeling how to accurately answer a question on each graphic organizer. Teacher will then facilitate a guided student practice and, as a group, the class will answer a second question in the graphic organizer. Teacher finish instruction by allowing students to finish graphic organizers independently (Hunter, 1994). Students will conclude the project by writing a well-crafted persuasive essay. The essay will respond to a higher-level thinking question designed to encourage students to evaluate and synthesize material gathered in background information and primary source analysis (Bloom, 1956).

Procedure:

1. Teacher will provide background information and/or review the key events of twentieth century United States history with a focus on racial relations
2. Teacher will familiarize students with the NASA Langley Research Center website article concerning racial relations: http://crgis.ndc.nasa.gov/historic/Racial_Relations
3. Teacher will hand out “Charting the Story: A Brief History of Racial Relations at NASA Langley” graphic organizer, review the instructions, and ask questions for clarification
4. Teacher will model how to properly respond to first section of graphic organizer and ask questions for clarification
5. Teacher will facilitate a guided practice through a the second section of the graphic organizer and ask questions for clarification
6. Students will complete the remainder of the assignment individually
7. Teacher will hand out “Primary Source Analysis: Newspaper Articles from the *Norfolk Journal and Guide*” graphic organizer, review the instructions, and ask questions for clarification
8. Teacher will model how to properly respond to first section of graphic organizer and ask questions for clarification
9. Teacher will facilitate a guided practice through a the second section of the graphic organizer and ask questions for clarification

10. Students will complete the remainder of the assignment individually
11. Students will conclude the project by writing a well-crafted persuasive essay and discussing their findings with the class

Suggested Time Allotted: It is recommended that this project cover a period of 1-2 class sessions.

Evaluation/Assessment: Students will be formally evaluated by their performance on both graphic organizers and their essay response. Graphic organizers may be graded for content and completion according to teacher's individual discernment, and essays will be graded using the included rubric.

Extended Learning Opportunities: For more information regarding the NASA Langley Research Center please visit the following link: http://crgis.ndc.nasa.gov/historic/Langley_Research_Center

Charting the Story: A Brief History of Racial Relations at NASA Langley

Graphic organizer intended to be used with the article found at the following link:
http://crgis.ndc.nasa.gov/historic/Racial_Relations

Timeline: Summarize the political and socioeconomic climate for African Americans during the listed time periods in accordance with the article.

- Pre-World War II (1920-1939):
- The War Years (1941-1946):
- Cold War Era (1947-1959):
- Civil Rights Era (1961-1969)

Key Terms: Briefly summarize the significance of each term according to the article.

- NASA Langley Research Center
- James Kirkpatrick
- Civil Service
- War Industry
- Executive Order 8802
- Norfolk Journal and Guide
- Civil Rights Act of 1964

Primary Source Analysis: Newspaper Articles from the *Norfolk Journal and Guide*

Graphic organizer intended to be used with corresponding newspaper articles provided by instructor.

Article 1

- What are your first impressions of the article?
- What people, places, and dates does the article mention?
- For whom was this article written?
- What is the purpose of this article? Does it convey a certain tone?
- What did the writer think was the most important information to convey and why?

Article 2

- What are your first impressions of the article?
- What people, places, and dates does the article mention?
- For whom was this article written?
- What is the purpose of this article? Does it convey a certain tone?
- What did the writer think was the most important information to convey and why?

Article 3

- What are your first impressions of the article?
- What people, places, and dates does the article mention?
- For whom was this article written?
- What is the purpose of this article? Does it convey a certain tone?
- What did the writer think was the most important information to convey and why?

Concluding Essay

Directions: Using essay format, please respond to the question. Answer must contain evidence cited from the *Norfolk Journal and Guide* articles provided by instructor.

Question: Using evidence based examples, justify the following statement: the NASA Langley Research Center became an instrument of opportunity leading the way in the American strive for equality.

Race Contractor Wins Government Contract

Isaac Johnson Is Low Bidder On NACA Unit

**Labor Leader
To Give Others
Opportunity**

By S. A. HAYNES

HAMPTON—Labor history was made here again Thursday, September 11, when Isaac Johnson, local contractor and labor leader, was advised from Washington that he has been awarded a contract to make alterations and additions to the propeller research tunnel office at the Langley Field laboratories.

Mr. Johnson's bid was for \$5,135, the lowest of eight bids submitted. He is the third Negro contractor on the Peninsula to be awarded important contracts for work on housing and other defense projects, following an intensive campaign in 1940 and 1941 to end discrimination against Negro skilled mechanics and contractors in this area.

Henry M. Scott, plumbing contractor of Newport News, and the Paramount Electric Company of Hampton, hold a number of contracts for white and Negro projects in the area. Together, they employ nearly two dozen mechanics of their own race.

LABOR LEADER

Mr. Johnson was formerly business agent for the Peninsula Trade Labor Union, and the AFL Carpenters Union No. 815 of this city, both of which organizations he was instrumental in bringing to pass. He came into political prominence in 1939 when, running as a candidate on the Democratic ticket for the Hampton City Council, he polled the entire race vote in the city.

The award of the Langley Field contract to Johnson means, he informed this newspaper Monday as the work got under way, that other race contractors will share in the undertaking.

Langley Hosts NS Students

NORFOLK — A group of Norfolk State College students in the areas of Industrial Design Technology, Building Construction Technology, and Electronics Technology were guests recently of the NASA Langley Research Center.

The students were given a tour of the visitor's centers, the experimental machine shop, the fabrication shop and the area of materials, processing and development.

Accompanying the student group were James Jacobs, Charles Hunt and Dan Mc Michaels, Norfolk State College instructors in the Industrial and Vocational Division.

Church To Open Revival Sunday

NORFOLK — Revival service will begin Sunday, Oct. 10, at Mt. Zion Baptist Church, 1233 Armstrong street, Norfolk. The Rev. James E. Childs and choir from Willow Grove Baptist Church, Chesapeake, will open the revival.

The revival will be held each night beginning at 8 to Friday. The Rev. Washington Clemmons is acting pastor.

Mrs. Myrtle Taylor is reporter

Civil Service Jobs Open At Langley Field

NEWPORT NEWS, Va.—A variety of government jobs are now open at Langley Field, it has been announced by T. Melvin Butler, executive secretary of the board of civil service examiners at the NACA, Langley Field.

Jobs offered include airfoil hand polisher, airfoil machine operator, airfoil template maker, automotive and truck mechanic, boat operator, boat group leader, burner and cutter, bus driver, cleaner, cleaner Foreman, crane and construction equipment operator, film stripper and apiquer, glazier, hangar mechanic, heating plant operator and helpers of all types.

LABOR WORKERS WANTED

Also labor foreman, labor group leader, laborer lithographic plate maker, masonry mechanic, mechanical inspector, offset lithographical pressman, painter, painter group leader, plate photographer, sewage plant operator, stationary boiler fireman, tool crib attendant, transportation group leaders, truck driver and utilities mechanic.

Applications for cleaner and cleaner foreman will be accepted only from veterans. There is no restriction on the other positions, it has been stated.

According to information received there will be no written tests given applicants to be rated on experience and training. Vacancies in the NACA for the positions listed above will be filled from the list of eligibles established as a result of these exams. Persons interested in positions to be filled immediately should apply on or after July 21, however the filing period remains open until further notice.

Applications forms may be secured from Mr. Butler at the NACA or from any first or second class post office in the local area.

Essay Rubric

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well-constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

References

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